



SOCIAL WORK DEPARTMENT

Disciplinary Guidelines for Tenure and Promotion

December 2017

Assess the Nature of the Discipline(s) in your Department in the Realm of Teaching

Questions to Consider and Answer:

1. What elements of your department's discipline are classified as auxiliary teaching activities?
 - Conducting workshops on social work skills/topics
 - Training faculty/students in accreditation-related requirements
 - Providing clinical supervision for practicing social workers in the community
 - Mentoring students on research projects/theses
 - Developing or restructuring curricula to meet accreditation related requirements
 - Development or revision of course syllabus

Additional topics to assess:

The UNCP bachelors and master's programs are accredited by the Council on Social Work Education (CSWE). The CSWE's Commission on Accreditation (COA) formulates, promulgates, and implements the accreditation standards for baccalaureate and master's degree programs in social work, ensuring the standards define competent preparation, and confirming that accredited social work programs meet the standards. The CSWE uses the nine Educational Policy and Accreditation Standards (EPAS) listed below to accredit baccalaureate and master's level social work programs.

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage in Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities



- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- What discipline specific note, addition, or deletion should accompany “imparting general knowledge?”

Generalist Practice/Knowledge: In pursuance to CWSE’s accreditation standards, baccalaureate social work programs prepare students for generalist social work practice. Generalist social work practice is grounded in the liberal arts and the person-in-environment framework.

- What discipline specific note, addition, or deletion should accompany “imparting specific knowledge?”

Specific/Specialized Knowledge: In pursuance to CSWE’s accreditation standards, master social work programs build on generalist social work practice and prepare students for advanced generalist and specialized social work practice with a specific population, problem area, method of intervention, perspective, or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization.

- What discipline specific note, addition, or deletion should accompany “developing skills?”

Social Work Field Education

Field education is an integral part of the social work curriculum for both the BSW and MSW programs. According to the CSWE Education Educational Policy and Accreditation Standards (EPAS), field education is the signature pedagogy of social work education. Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. As the signature pedagogy, the intent of social work field education is to integrate the theoretical and conceptual aspects with social work practice settings. In the social work curriculum, field education courses are designated as field practicum, field seminar, field supervision and external field supervision.



BSW students typically do their field education during the last semester in the program. Depending on a MSW student's program option (e.g., full-time, part-time, advanced standing, 2-year, or accelerated), field education may spread over 2 semesters or more. The role and responsibilities of the social work faculty in field education are specified below:

Field Director: the field director is responsible for the day-to-day administration and management, facilitation and monitoring, and oversight and supervision of issues relating to field education. Specifically, the field director:

- a. Oversees the field education curriculum and ensures its compliance with CSWE accreditation standards.
- b. Recruits agencies for field education, and collaborates with the Program Directors and Department Chair to negotiate and maintain field affiliation agreements and database.
- c. Secures field placements for all students and manages the field selection and placement processes.
- d. Assign students to field agencies and when necessary, recommend for changes in student internship.
- e. Provides orientation to students, field liaisons, and field supervisors.
- f. Monitors and evaluates field agencies and field instructors, and when necessary, recommend discontinuation of field agencies/field instructors.
- g. Collaborates with the Program Director and Department Chair to assign full-time faculty to field seminar courses.
- h. Consults and facilitates resolution of field-related problems/issues brought to his/her by students/field instructors/field supervisors.
- i. Serves as a seminar instructor/field liaison, as needed.

Field Seminar Instructor/Field Liaison: Typically, the field seminar instructors serve as the field liaisons for students in their field seminar course sections.

- a. Teaches field seminar classes (that emphasize social work competencies, practice behaviors and assist students in making deeper connections between theory and practice).
- b. Works with students and field instructor/supervisor to create students field learning contract.
- c. Visits field agency to meet in person with each field instructor/supervisor and student to review progress toward goals and activities outlined in student learning contracts.
- d. Collects all field education-related written assignments/papers such as learning contract, field evaluations (midterm and final evaluation), field practicum time



sheets, and supervisory logs needed for administrative and field education assessment purposes.

- e. Serves as a liaison between the student, field agency and field instructor/supervisor, and field director/university.
- f. Maintain phone and e-mail contact with each student and field instructor/instructors for meeting and other field-related issues.
- g. Serves as the contact person for field-related problems during field practicum.
- h. Monitors student field performance, and assigns grades for field education course.

Field Supervisors/Instructors – Field supervisors are employed by local social service agencies that contract or partner with the UNCP Department of Social Work to provide field education experience to social work students. These agency workers, who are not paid UNCP faculty, volunteer their services/time to benefit student interns and the University. Their role is to support and supervise field students to learn and incorporate the knowledge, skills, and the values and ethics of the social work profession.

Specifically, supervisors are expected to:

- a. Orient student to agency environment and activities.
- b. Identify and/or design activities that can help student meet the objectives of their learning contract.
- c. Provide ongoing feedback and supervision to the student on learning contract and overall performance in field.
- d. With input from student and field liaison, review, modify and sign the student's learning contract, if needed.
- e. Schedule weekly supervisory meetings (minimum of 1 hour per week per students) with student to help the student to integrate social work theories with field activities or assignments, and to discuss field-related and/or social work profession-related problems/issues.
- f. Assist student to develop professional social work identity.
- g. Share practical experience, professional knowledge and skills, and organizational resources with student intern.
- h. Attend scheduled meetings at the agency or conference calls with field liaison and student intern, at least, once per semester, to discuss student progress and field practicum-related issues.
- i. Attend field orientation seminar/meetings organize by the field director/university.

Task Supervisor/Instructor – Sometimes, an agency/field site has an excellent field education opportunity but that agency does not have a qualified and/or experienced social worker on their staff to supervise student interns. In such situations, an agency staff referred to as a task supervisor is assigned to oversee the daily activities of student interns. Task supervisor participates in the evaluation of student intern, and also



participates in, and attends scheduled meetings at the agency or conference calls with field seminar instructors/field liaisons and student intern to discuss student progress and field practicum-related issues.

External Field Supervisors – If an agency/field site has no CSWE accreditation-specified staff, a full-time social work faculty or an adjunct instructor who meets the CSWE specified qualifications provides supervision to student interns. In such instances, a task supervisor may provide the students with day-to-day activities and/or assignments and task supervision. External field supervisors' work collaboratively with task supervisors to fulfill the responsibilities of the field supervisor (listed above). The external field supervisor:

- a. Recreates the dynamics (as much as possible) of a student-field supervisor relationship with a field site.
- b. Schedule weekly supervisory meetings (minimum of 10 (1)-hour meetings per semester) with student to help the student to integrate social work theories with field activities/assignments, demonstrate competency and to discuss field-related and/or social work profession-related problems/issues.
- c. Sets and keeps his/her relationship with student confidential (unless it is clinically appropriate to share information with the Field Director, field seminar faculty or other faculty).
- d. In pursuance to point c above, an external field supervisor cannot serve in a dual capacity an external supervisor and field seminar instructor for the same student.
- e. Orient student to agency environment and activities.
- f. Identify and/or design activities that can help student meet the objectives of their learning contract.
- g. With input from student and field liaison, review, modify and sign the student's learning contract.
- h. Assist student to develop professional social work identity.
- i. Share practical experience, professional knowledge and skills, and organizational resources with student.
- j. Attend scheduled meetings at the agency or conference calls with field liaison and student intern, at least, once per semester, to discuss student progress and field practicum-related issues.
- k. Attend field orientation seminar/meetings organized by the Field Director/University.

Provision of Field Supervision

As shown by the field practicum roles outlined above, the content of field education or practicum is divided into two: a field seminar/liaison component, and a field supervision component. The field seminar component is delivered in a classroom setting and is



primarily taught by full-time faculty. The field supervision component, which can be described as a “lab” for social work field education, is delivered by full-time faculty, adjuncts instructors, and unpaid qualified social work agency staff.

- What discipline specific note, addition, or deletion should accompany “motivating students?” **No additions.**
- What discipline specific note, addition, or deletion should accompany “setting requirements and evaluating performance?” **No additions.**
- What discipline specific note, addition, or deletion should accompany “success with effective teaching practices?”

Teaching is not separated from learning. An instructor provides a teaching and learning experience. The effectiveness of the provided experience is measured by the knowledge/skills participants acquire. In social work education, instructors must ensure that students acquire and can demonstrate the competencies and practice behaviors outlined in the CSWE’s Educational Policies and Accreditation Standards (EPAS). As a result:

- Social work instructors are expected to adopt an “engaged pedagogy” teaching approach. In this regard, social work “teachers must be actively committed to a process of self-actualization that promotes their own well-being ... in a manner that empowers students” (Hooks, 1994, p.15). Social work faculty pass on their discipline to future social workers by staying engaged in classes and actively engaging students in class activities and idea exchange.
- Social work faculty are expected to stay current in social work knowledge and practices approaches, undertake scholarly work in their specific area of social work, and engage with agencies, communities, and peers providing social services. Social work faculty are expected to integrate their knowledge and skills from their scholarly works and community services into their teaching. This ensures social work students are exposed to multiple and prevailing social work knowledge and practices.
- Academic Qualifications: Master of Social Work degree required to teach in the Department of Social Work



Assess the Nature of the Discipline(s) in your Department in the Realm of Research and Scholarship

Questions to consider and answer:

1. What elements of your department's discipline are critical to scholarship and may be unfamiliar to faculty in other disciplines.

Social workers use professional skills and knowledge about community projects (grant writing, working on boards, providing professional expertise to community agencies, etc.). Ernest Boyer's scholarship of application (1990), which eventually evolved into the "scholarship of engagement" (1996, p.11) stresses not the application of knowledge but the directing of the work of scholars toward improving the human condition.

2. What does peer review mean in your discipline? Describe any circumstances where peer review is not necessary for work product to be considered scholarship.

Peer review refers to the process of submitting one's work for critical review by experts on the subject who determine publication or presentation decisions. Grants are an example of scholarship that may not go through peer review. Unfunded grants may also be considered. Some training manuals or program manuals written for a wide audience may not be vetted through peer review.

3. What does and does not qualify as meaningful creative work in your discipline?

Creative work may include publications for a more general audience such as a guide for advocacy groups, population-specific books such as children's books for dealing with grief, and other such work products.

4. Does "paid" work count as scholarship? Explain?

Yes, if payment is nominal (as deemed by the faculty peers)

5. How do 21st century forms of disseminating work product into the intellectual marketplace figure into accepted norms of scholarship in your department's discipline?

All works/dissemination must fit the broad scholarship areas discussed below.



6. How does your department's discipline assess issues of quality of scholarship?

The following criteria are used to determine the quality of publication:

- Peer review:
- Ranking and reputation of publisher:
- Scholarly work impact factor:
- Importance and relevance to the discipline:

7. How does your department's discipline assess issues of quantity of scholarship?

In general, quality is more important than quantity, although there must be sufficient quantity to provide evidence of sustained scholarly productivity and impact.

Additional topics to assess:

- What discipline specific note, addition, or deletion should accompany “Dissemination of Scholarship?”
No additional information provided
- What discipline specific note, addition, or deletion should accompany “Creative Activities?”
Not applicable/No additional information provided
- What discipline specific note, addition, or deletion should accompany “Editing?”
No additional information provided
- What discipline specific note, addition, or deletion should accompany “Grants and Contracts?”
Unfunded grants could also be considered. This again needs to be considered by the nature of the funding agent.
- What discipline specific note, addition, or deletion should accompany “Classroom based research projects—scholarship of teaching and learning?”
No additional information provided
- What discipline specific note, addition, or deletion should accompany “Scholarship related to service or the use of professional expertise, Scholarship of Engagement or Application?” **No additional information provided**
- What discipline specific note, addition, or deletion should accompany “Other?”
**Program evaluation may result in a written report for the program or agency.
No additional information provided**



Assess the Nature of the Discipline(s) in your Department in the Realm of Service

Questions to consider and answer:

Service is the undertaking of professional tasks and responsibilities outside the classroom to include academic advising, extracurricular advising, participation in organizations related to the discipline, and notable responsibilities within the university or community.

1. Within your department and discipline, what is the need, value, and expectation of department service?

Department service must be related to the mission of the Department of Social Work and must be fulfilled through utilization of faculty members' academic and professional expertise. Departmental service may be manifested through the activities listed below and/or other department mission-related activities (not related to teaching or scholarship):

- Service to social work (or allied discipline) professional organization
- Student recruitment
- Student academic advisement
- Department committee work
- Assistance in technology transfer to social work faculty
- New student orientation
- New faculty orientation
- Faculty mentorship
- Student mentorship
- Public social policy analysis
- Development or evaluation of courses or programs
- Development or revision of department documents, e.g., student handbook, advisement guide, manual, recruitment materials, etc.
- Writing accreditation report (for faculty who wrote portions that may not meet scholarship criteria)
- Service as a mediator or an expert witness on social issues
- Organizational or technical assistance for workshops/conferences, etc. hosted by the department
- Development/fundraising work for department



2. Within your department and discipline, what is the need, value, and expectation of university service?

No additional information provided

3. Within your department and discipline, what is the importance of service to profession?

Service to profession may be manifested through these and similar activities:

- Help to develop and implement standards for the social work profession,
- Conduct and share research social work practice knowledge and skills with social workers across the country,
- Membership of social work or allied discipline professional organization,
- Work with other social workers and community workers to plan and implement community development initiatives,
- Work with and join social workers and community members to support and advocate for positive changes in society,
- Review articles as “peer reviewer” for journals, and books.
- Review conference proposals for professional organizations.

4. Within your department and discipline, what is the importance of service to community?

The Department of Social Work prides itself in being engaged in the community. Social work education extends past the classroom. Given that field education is our signature pedagogy, the external community is an integrated part of our classroom. The integration of our teaching and external community is done mainly through community engagement and service provision. Community service is expected to be related to social work issues and related to a faculty member's training and experience, as well as identifiable needs of the university and the community.

- Providing professional services to social service agencies and organizations (e.g., organization/board membership, grant writing, training of board members/community members, program development and evaluation, develop social service manuals, etc.,
- Work with community members to plan or implement community development initiatives, and
- Work with and join community members to support and /advocate for positive changes in society.



5. How does your Department's discipline assess issues of quality of service?

- Benefits attributable
- Honors, awards and other special recognitions received for providing the service,
- Impact of contribution to regional social service agencies and professional associations (editorial work, peer reviewing for regional, national, and international social service organizations, grant writing, workshops, and seminars.)
- Invitations to give lectures and organize workshops for social service agencies and communities; presentation of social service-related papers,
- Election or appointment to departmental, university, social service agency, or governance bodies
- High impact participation in social service task force or professional associations.

6. How does your Department's discipline assess issues of quantity of service?

Evidence of university, professional, department, and community service would be demonstrated over the entire review period.

Additional topics to assess:

- What discipline specific note, addition, or deletion should accompany department service?
No additional information provided
- What discipline specific note, addition, or deletion should accompany university service?
No additional information provided
- What discipline specific note, addition, or deletion should accompany service to profession?
No additional information provided
- What discipline specific note, addition, or deletion should accompany service to the community?
No additional information provided